

THE MICHIGAN LIBRARIAN

June
1943

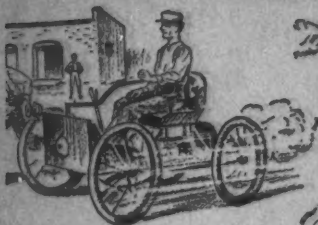
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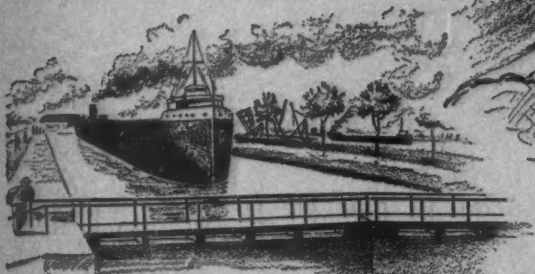
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THE MICHIGAN LIBRARIAN

THE OFFICIAL ORGAN OF THE MICHIGAN LIBRARY ASSOCIATION

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A Journalist Speaks to Librarians

by WESLEY H. MAURER

LIBRARIANS are meeting the needs of our times measurably as they incorporate in the philosophy of their profession the modern conviction that men must co-operatively create whatever good is to come out of life.

Our culture has developed under two other fundamental convictions, both of which have placed relatively little responsibility upon the professions for active extension to the people, and much of the lethargy and inertia in existing professional practice, whether it be in medicine, law, or education, is derived from these older convictions.

The first of these found acceptance in the "divine" sanction of rulers, political and ecclesiastical, the custodians of knowledge and wisdom, the promulgators of values by which men were to live, and from whom men would be given whatever knowledge was deemed essential to life. Libraries in such a culture were for the appointed, and it was logical that books should be withheld, that ideas should be suppressed or made to conform to the dogma as determined by the rulers. It was not essential that the people should be intellectually curious, and, in fact, learning among the common people was consistently discouraged.

The second primary conviction of our past culture, although more dynamic, was only slightly less inert. The values that were good were presumed to be of an orderly nature. Systems of learning were developed around the scientific method. The elect and the "appointed" were increased in number, and literacy was not discouraged, principally, however, to give the new leaders a wider audience. Libraries became vaults of books to which the learned could repair for study and research, and librarians were the guardians of the volumes entrusted to their care. The service was there for those whose culture and learning led them to the libraries, but it was not then felt that librarians had any obligation to make books and documents available to the common people. The fact that libraries were not used extensively by the people simply fitted into the stereotyped concept that the people were devoid of cultural and intellectual interests, a circumstance for which nature was more responsible than were teachers and librarians.

Now another conviction is being grafted on the two foregoing concepts as premises for professional service. Social authority—what the people collectively want, what they choose cooperatively to live by—is becoming stronger as a conviction, whereas the authority of nature and the authority of the self-appointed rulers are, as basic convictions, weakening. Just as the scientist and judge of the Natural Law period replaced as dominant professional figures the king and priest of the Authoritarian period, so now the teachers, including publicists and librarians, social engineers, and community and national planners, are replacing the scientist and judge. In each revolution, the former leaders become subordinates, and what once appeared to be fixed law comes to be seen as relative and mutable. We are beginning to think of social values as choices based upon the kind of life that is shaped in accordance with community desires and aspirations and through adaptation to facts of survival.

The authoritarians who set themselves up as social engineers deriving their powers from some mythical social authority are working at high speed to clinch control before the common people discover the truth of the new science and the new social and political philosophy. The dictators can determine the social values only as long as the people are blind to their power of choice. The democratic process, now strengthened by the new findings in the physical and social sciences, would have the people share in making choices of values, finds great social impetus from the experiences people share in their efforts to come to working agreements regarding the values to which they wish to devote themselves. Through this, according to democratic concepts, the people and their societies reach maturity obviating the necessity of undergoing defeats and disappointments of irresponsible power common in authoritarian systems.

In this emerging period, the librarian shares with other professions in a democracy great responsibilities. No longer are libraries tombs, but active educational forces that influence people who are being stimulated by the shifting scenes to self-direction and to winning together the satisfactions of a more abundant life. The librarian turns from monastic classicist to energizing social agent. The new demands upon the librarians now require preparation in human affairs as well as in languages.

That many Michigan librarians are increasingly aware of this trend is indicated by their active interest in world affairs. Their discussion groups are making them socially conscious, and their interests are reflected in their determination to make the services of libraries a contribution to the growing confidence and competence of our citizens.

HOW TO WIN *the* WAR

and the PEACE

by EDUARD C. LINDEMAN

THOSE of us who are still striving to learn precisely what it is we ought to do to win this war should not be too surprised if no easy answers are given. This may not be any longer a "phony" war but it most certainly is a "funny" one. (I mean "queer" and not "laughable" of course.)

In fact, this war is so queer that it cannot be understood merely as war. It must be approached, first of all, as peculiar sets of alliances. Germany and Italy, for example, are not natural allies. There is nothing in their cultural or historical past which points directly towards a permanent conjunction with Germany. This awkward alliance, consequently, has made trouble and will certainly fall asunder. But, the alliance between the United States and Soviet Russia is also, according to many, an unnatural alliance. Indeed, it seems so embarrassing to some of our citizens that one still hears it said that when our war with the Axis is over, we shall then be compelled to "take on" our real enemy, namely, Soviet Russia. If ideas of this type persist, then schools and libraries may as well close their doors and turn their complete attention to the tasks of perpetual warfare.

Like all modern wars, this one tends also to become a revolution. Its revolutionary implications are not entirely clear, but one item seems certain. In the future, no society, especially no industrial society, can expect stability unless it guarantees to its citizens a basic form of economic and social security. Hence, it becomes necessary, if one is to have clear notions about this war, to know what side you are on in the war and what side you take in the revolution. The masses of the people in all countries where public education has succeeded have abandoned the belief in the necessity of poverty. This is what I understand to be the revolutionary phase of this war. The Fascists say they will guarantee security if the people will abandon freedom. Democracies insist that they can maintain freedom and furnish security besides.

One of the most surprising and confusing elements in this war is the manner in which it has forced the world to face the race question. I am sure that most Americans did not dream when we entered this war that it would mean that our Negro-White issue could not longer be evaded or postponed. But this has come about. We now know that the Red and the Brown and the Yellow and the Black peoples of the world do not trust us, the Whites. We also know that we have exploited them, have kept their standard of living low for our benefit, and slowly we are coming to see that this form of injustice has come to an end.

It is not my purpose to make the situation more complex than is necessary, but I repeat that every earnest citizen who genuinely desires to "get straight" about this war must confront and clarify all three of the above issues. I say he "must" do this, but I do not mean this *must* in the sense that otherwise we shall lose the war. I believe we can win this war. But, I also believe that we can win the war and then lose the Peace, in which case this war will have become the grimmest joke ever played upon any generation of youth. Nor, do I wish to imply that the winning of the war will be easy. Far from it. We can only win at a terrific cost both in terms of wealth and human lives. And, the victory is not within easy sight.

The Role of Each Citizen

It is still essential that every citizen find his place in this war, and having found it, apply himself with all vigor and efficiency.

With this thought in mind, I attempted in the early days of this total war, to work out a division of labor which would aid persons in locating their proper roles.¹ I suggested

¹ Published as an article in *Channels*, September, 1942, under the title, *The Interpreter's Task*, and also in the *Journal of the National Education Association*, December, 1942, under the title, *Education in a Total War*.

that the personnel of the country might be viewed as consisting of

- (a) Fighters
- (b) Producers: agricultural and industrial
- (c) Healers: doctors, nurses, social workers
- (d) Interpreters: ministers, teachers, writers, artists
- (e) Civilians in their undifferentiated capacities

Each of these groups has a special function to perform. But, it is not to be inferred that when one finds his place he may henceforth dismiss the other groups from his mind. On the contrary, in this type of warfare, in total war, we must keep all groups in mind at the same time. For example, we cannot at any stage forget our fighters, these young men who are to experience this most horrible of all wars. We cannot forget them for our own sakes, but also because in their time they, not all of them by any means, but some, will come home, and we must be prepared to meet them.

Librarians, obviously, belong to the group called Interpreters in the above classification, and it is as such that I wish now to address them.

Librarians as Interpreters

It is the peculiar function of the Interpreters to make sure that the Peace is not lost by default. Our task was stated for us with unmistakable clarity by one of our fighting men in a letter, a section of which reads as follows:

Now and then a civilian gives me a lift; buys me a drink. When I thank them, they usually reply, "Well, it's the least we can do for you fellows in the service." I don't care about the lifts, about the drinks. Not much, certainly. What I do care about is that these civilians try to plan a world which discourages war, that they rid themselves of prejudices of an antisocial character. It's little comfort to fight for a drink, a lift, a glad hand. What I want is that the future is free of war. I don't want anyone to feel indulgent toward a young lad because he may be killed. . .

These soldiers want a world free of war. They do not want any other generation of young men to endure what they are now enduring. How can we help them to create such a world? This is our unmistakable task, the enterprise which comes to be just as essential as the growing of crops and the production of munitions.

As I view the situation, we Interpreters of this fateful and confused age are now called upon to say with some degree of clarity what kind of a world we think is desirable and attainable. We shall not agree upon a blueprint. Nor should we. In a democracy it is not important that we should agree; what is important is that we should participate. Hence, I invite you to participate in planning for this new world which our fighters hope we will have in mind. I propose, as a beginning, that we explore our minds and our hearts to see whether we can depict a decent world in terms of (a) social security, (b) education, (c) economic arrangements, and (d) world government.

Social Security

I assume that it has now become fairly obvious to most reflective persons that every modern state must furnish certain basic securities against the major hazards of life. A minimum program of such securities should include the assurance that unemployment, sickness, old age, and accidents shall not fall upon individuals as completely individual responsibilities. Or, stated otherwise, it is assumed that these hazards of life which cause so much anxiety and unhappiness should be mutually shared. Hence, the British people now are discussing the so-called Beveridge Plan for eliminating poverty and insecurity from the British Isles. There is also an American Plan, an American Charter, which has been prepared by our National Resources Planning Board and which is likewise being discussed by our people. The general direction implied by these two movements seems to me both clear and inevitable, but I must warn you not to be too complacent about success. The publication of the American Plan for social security did not, I am sorry to report, elicit any great public enthusiasm and, as a matter of fact, many editorial writers attacked it vigorously.

Education

With respect to education, there are no orderly plans before us but many ideas are in circulation. For example, there are some who say that after this war there will be no longer any place for private schools and colleges. I presume this means private libraries as well. I surmise that some of these prophets

have not examined with care the implications of this statement. In a Democracy nothing should become total. In a Democracy there must remain some private institutions if for no other reasons than to leave open the door of initiative and enterprise. When the whole of life becomes governmental, it seems to me that something very precious has been lost. The motto of our Democracy is *E Pluribus Unum*, which means unity through difference, not through uniformity. Hence I hope the time will never come when there will not be some private institutions, flexible and free for experimentation.

One item of reform for future education seems to me inescapable. We must make provisions for the education of future citizens regardless of their membership in a particular class. Mental capacity is not distributed according to classes. The capable boy or girl of the future should be assured that education will not be denied to him simply because his parents happen to be unable to pay the bill. This reform seems to me so specifically and organically related to democratic practice that I see no reason why we should any longer hesitate to proclaim its justice.

Economic Arrangements

What form of economy would be most suitable for this country? Suitable, that is, in terms of our traditions and experiences, and also in terms of feasibility? One thing seems certain, namely this: many people in this country, having seen what enormous economic expansions we are capable of in war time, will never again believe that our economy necessarily needs to shrink in peace time. The people want an economy which will not break down, which will not leave millions once more unemployed. They are not interested in ideological solutions; they want practical measures for building an economic system which will produce a maximum quantity of essential goods. If this means an economy guaranteed by the federal government, they will not object. If it means an economy which is partly private, partly co-operative, partly corporative, and partly governmental, they still will not object, so long as it is an arrangement which will produce the goods and keep going.

World Government

It is my conviction that isolationism will never again rear its head in this country in its older form. On the other hand, I feel sure that we shall soon witness the rise of a new type of isolationism, namely, militant isolationism. By this I mean isolationists who will ask us to maintain the largest armed force in the world but for the purpose of keeping us forever insulated from the world. This road leads to American imperialism, or it leads to such envy on the part of other nations as to make of us the most vulnerable of all nations. I do not believe, however, that these new isolationists will win the day. I believe that the majority of American people now want us to share in the peaceful government of the world. In fact, literally millions of our citizens are now studying various plans for world government and are striving to arrive at sound principles.

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In Our Country's Service

DOUGLAS W. BRYANT
EUGENE B. JACKSON
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WILLIAM EWING
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MILDRED HENRY

THE RETREAT FROM THE HUMANITIES

by WARNER G. RICE

DURING the past year there have appeared in the learned journals, in reports of the proceedings of academic gatherings, in the addresses of college and university presidents, and in the more popular press, a good many opinions concerning the fate of the liberal arts in America. Though it cannot be said that this topic has become a matter of great moment to the general public (despite the thoughtful and vigorous statements of speakers like Mr. Wendell Willkie and of writers like Mr. Walter Lippmann, whose words reach a large audience), in the institutions of higher learning the subject is of vital importance. For generations it has been the theory, if not the practice, in these institutions to base technical and professional training upon the broad base of the humane disciplines. But the practice is disappearing, and the theory seems to be thought of slight importance. There can be no doubt that the humanities are receiving little consideration amidst the adjustments now being effected—adjustments which are rapidly bringing the colleges and universities back to the war footing of 1918, and which promise to militarize them even farther before the beginning of another academic year. And in consequence, the more thoughtful exponents of education in the liberal arts are asking whether such education can survive the disintegrating pressures now operating upon it.

On the whole, administrative officers do not publicly share these doubts. They profess to regard the changes which they sponsor as only temporary, and look forward hopefully to a postwar world in which the old order will be largely restored. Indeed they comfortably predict that within a few years the teaching of the liberal arts will enjoy a boom which will make the expansion of the 'twenties seem insignificant by

comparison. Thus President Conant, in his latest report to the Board of Overseers of Harvard College, gently rebukes those who are worried by present tendencies, and softens his admonitions to do well or perish with heartening words:

Personally, I have not the slightest doubt that the liberal arts will survive this war . . . Conceivably the humanistic studies, as they are sometimes called, cannot weather a period of hibernation while we win this war. But if that is so, the war will be the proximate, not the real cause of their demise. What is much more probable is a new period of growth and evolution. The extent and speed of this rehabilitation will depend on the imagination and statesmanship of those who now teach the liberal arts.

The suggestion which this statement conveys, that teachers of the humanities must look after their own interests, and the detachment which allows the president of the oldest of this country's universities—in which the College with its humane tradition has always been the living center of the whole—to speak as though he had no particular responsibility for insuring the successful continuance of liberal arts studies, are significant of the times. Significant too is the widespread misconception as to the true nature of these studies. In many places it seems to be thought that the humanities are "luxury subjects," vaguely cultural in nature, which will be popular again only in an age of comparative leisure and plenty, when they will be sought after by a generation reacting from the stern rigors of war and the exhausting labors of rebuilding a ruined world. It is by no means generally acknowledged that reconstruction itself, if it is to be permanently and soundly done, must be principally controlled by men and women educated in the humane tradition; that colleges of liberal arts are the foundations upon which society

must build, not pleasure houses to which it may retire—when its serious work is finished.

Why the Retreat?

And for this attitude the faculties of these colleges are, in large measure, to blame; for they have not made effective, in the contemporary world, the tradition which they have presumably been maintaining. It is easy enough to repeat dictionary definitions of humanism, to explain that it means that attitude which emphasizes the human, as opposed to the natural, or supernatural, aspects of experience, that it is concerned with the study of man as man, of man as a responsible, willing agent, whose primary interest is in the ethical matters that make up, as Matthew Arnold said, three-fourths of life. It is easy enough to show that the liberal arts are the studies—literature, fine arts, music, history, philosophy, political economy, and their attendant disciplines—which for centuries have proved their power to enlighten and guide when questions of human welfare were at stake. But dictionary definitions, and assertions of the superiority of these studies to others, are obviously not enough. No one achieves a humanistic outlook simply by learning a definition, or becomes a Bachelor of Arts in any true sense by simply applying himself in courses in literature and philosophy. Knowing how to define democracy does not make a man a fit citizen of a democratic state: he must live and think and act democratically to be that. And learning itself is not sufficient to insure a humane outlook: a humanist is not simply erudite, he is tempered; he not only knows what Sophocles and Cicero and Dante and Sir Thomas More thought, he has been formed in a mode of thinking by his association with them.

Doctrine of Utility

Now the kind of molding and tempering which the exponents of liberal arts have traditionally achieved has become increasingly difficult to effect during the last century. In the first place, the fundamental principle upon which all depends has been subjected to a long series of persistent, though not frontal, attacks. When Macaulay exalted Bacon as the founder of a scientific doctrine of utility, he marked out the road

which a thousand critics have followed:

An acre in Middlesex is better than a principality in Utopia. The smallest actual good is better than the most magnificent promises of impossibilities. The wise man of the Stoics would, no doubt, be a grander object than a steam-engine. But there are steam-engines. And the wise man of the Stoics is yet to be born . . . A philosophy which should extinguish cupidity would be better than a philosophy which should devise laws for the security of property. But it is possible to make laws which shall, to a very great extent, secure property. And we do not understand how any motives which the ancient philosophy furnished could extinguish cupidity. We know indeed that the philosophers were no better than other men . . . Some people may think the object of the Baconian philosophy a low object, but they cannot deny that, high or low, it has been attained. They cannot deny that every year makes an addition to what Bacon called "fruit." . . . We know that guns, cutlery, spy-glasses, clocks, are better in our time than they were in the time of our fathers, and were better in the time of our fathers than they were in the time of our grandfathers . . .

The shallowness of such a concept of progress seems obvious in these tragic days when all the ingenuity of mankind is concentrated upon destruction; yet the advertisements which invite us to contemplate the glories of a world in which new technologies will make us all happy by providing countless new "fruits" to minister to our comfort and ease show how deeply the concept of a purely scientific amelioration of our earthly state is rooted. And even when the fallacy of Macaulay's suggestion that we can somehow make laws which will "secure property" without troubling about moral philosophy is admitted, it is often comfortably assumed that we have a substitute for moral philosophy in social studies, which will somehow reveal immutable laws through a study of anthropology, economics, biology, or psychology. That is to say, our best hope is a technology of society which can make pretensions, at least, to the methods, and to the certainty, of natural science.

Thus we have increasingly an education directed, on the one hand, to quick and adequate preparation for achievement in the professions and practical arts, and on the other to the making and the acceptance of

suitable mechanical and psychological adjustments to a complex and confusing world. In both cases the fundamental assumption is naturalistic, not humanistic. It is granted that the forces that control our lives come from without, not from within. And as this concept has taken increasingly firm control of the thoughts of the generality of mankind, the nominal defenders of a humanistic view and of a humanistic discipline have given ground again and again—often without being aware of the direction in which they were moving. Undoubtedly much uncertainty was introduced among them by the state of the world a generation ago. In particular, teachers now in their prime were often deprived, by the events of 1914-1918, of the opportunity to become firmly grounded in the liberal arts themselves. Then, as now, education was diverted from its normal course by an exhausting war, and immediate needs given priority over long-term values. Worse, these teachers began their careers in the cynical 'twenties, and matured during the great depression, a time of shifting standards and desperate expedients. In view of the climates of opinion thus produced, it is not surprising that they have failed to support with conviction the cause to which they ostensibly belonged, that they chose an easier way.

This easier way has been, in many cases, the adoption of the views and the philosophy of the social engineers; in others, a retirement to the province of history, which seemed a safe refuge. Never has history had so wide a popularity as it has lately achieved. Never has so much attention been given to the historical approach to all possible subjects—philosophy, literature, the fine arts, and ethics among them—at the expense of critical approaches of another sort. To those who have lived without deeply rooted convictions, it has seemed satisfying to trace the course of ethical ideas without taking the responsibility of becoming a moralist; to study the history of literature without going on record as an exponent of any of the views projected by the writers of the past. History, no longer regarded as an ethical study in itself, has become the excuse for a disinterested research which takes little account

of ultimate ends or values.

The Humanities Tomorrow

To say this is to say nothing new. What has perhaps not been sufficiently emphasized is that in the postwar world the historical studies which have controlled the teaching in colleges of liberal arts, and for which vast libraries filled with the antiquarian gleanings of the past have been accumulated, may suffer a sharp decline. As the war continues, and during the years which follow its cessation, the public at large will almost certainly conclude that these studies have not justified themselves by their results; and there is consequently a strong likelihood that support will be withdrawn from them, to be applied to the technologies and to the social sciences which will seem so necessary during the years of reconstruction. There can be little doubt that many of those responsible for the shaping of education in the postwar years are now thinking largely in terms of rehabilitation, preparation for business and the professions, social service, the inculcation of democratic doctrine, and the improvement of recreational skills. Such utilitarian training must have a large place in the society that is to come. To the convinced humanist, however, it will seem that without a directive force given by the contemplation of the past, and a mastery of the best that has been known and thought in the world, educational effort and social service must fail of achieving any permanently stable results. It may be, of course, that a scientific sociology and economics which have reduced human action to statistical formulae, a psychology which opens the way to the adjustment of the neuroses resulting from the strain of war and of life in an industrial society, and a political science which can establish a mechanical law to govern the affairs of nations, will suffice to establish a satisfactory world. If so, there is no more to be said. To the humanist, however, the blueprint of the future does not look as simple as the engineers and social scientists would make it.

What, then, can the convinced teacher of liberal arts do to maintain his position amidst the forces likely to overwhelm him?

(Continued on Page 29)

CAN YOU MAKE THEM STOP AND LOOK?

by CATHARINE HAUGHEY

THE library has come a long way from the day when the only sign seen in it was SILENCE. How regrettable that it should ever have been less awake and less aware in this respect than it now is! For the library has always had a dynamic bill of goods to sell. With literature (the library's stock-in-trade) pulsating as it does with the vibrancy and the force of life, the day of handling this stock with timidity or stodginess or in too low a key is happily over.

Granted that changing times and attitudes give us practically *carte blanche* in publicizing our wares, let's consider one way of doing this. Let's look at the demanding and stimulating problem of exhibits.

If exhibits are your assignment, then your job, like woman's work traditionally, is never done. No sooner is one show finished than another rears its head to challenge your resourcefulness. Arranging exhibits is sometimes rather like pulling rabbits out of a hat. Nevertheless, or possibly because of this, exhibits get in the blood like a virus. They have the appeal of any project, the almost infinite possibilities of which are bounded only by the limitations of the executor.

To try to indicate precisely and with any finality how an exhibit should be done is, if not crassly presumptuous, certainly highly impossible. It would be like attempting to advise parents how to raise children without making allowances for the wide variance in children and the great diversity in situation. What this article purports to do, therefore, is to report what one "art squad" in one library found generally to be most advantageous and effective.

If you are in a smaller library, your exhibit space may be poor or it may be nonexistent. You may have to remove shelves to make room for your sign or poster and use a table for showing the books and pamphlets or whatever materials the display is to feature. We have found that bulletin boards

placed on easel standards or large screens are excellent as a background for corridor displays or for table displays in a reading room. Such screens or easels can be made to your specification at a not excessive cost. You may have badly designed cases with which to cope. You may have only store windows as a possible exhibit setting. You'll make the best of what you have.

It has seemed to us advisable to work toward vigor and sweep in posters and in lettering. If, for instance, you have a choice of fewer and therefore more easily read words for your text as opposed to several words less readily deciphered, limit your copy to the briefer form. We have tried to avoid the spidery, crabbed sort of letter and the dainty, wispy kind of poster and the pre-eminently ladylike sign. Be bold. Break out with lettering which can be seen and read across the room. There is such a thing as aiming for fine and classic detail, and *do* that when it is right. We have done so upon occasion, but have tried to make sure that what we achieved had more of elegance and grace than it had of anaemia.

You will find that there is no one element more important in your display than the color you use. Color knits your whole story together, gives it character and identity, permits it to speak. You will learn what colors to combine for a good and striking effect and will find it rewarding to be adventurous here, also.

If you have not too much confidence in your ability to work with color and design and layout, go to the professionals in these fields and see how they do it. Finding yourself a bit out of your *milieu* here, don't be above copying. In this matter, it is better to copy something really good than to concoct something mediocre. You will develop a weather eye which will constantly search for ideas when you are looking through magazines of any type, when you are at meetings

or institutes, when you are in stores, and when you are window-shopping. You will find yourself becoming acutely display-conscious.

The sources for free or inexpensive graphic materials are almost too obvious to cite. The government offers much that is fine in the way of posters; national advertisers frequently supply good-sized reproductions of their illustrative material for a few cents; professional publications consistently list posters available gratis or at reasonable rates. If a photostatic service is available to you, you will find this invaluable for blowing up pictures or copy. We like it when these can be blown up to good size and the negative only used for display.

It is sometimes good to use prints from your art department or your art collection. A print or picture of any kind can be shown with immeasurably greater effectiveness if a mat is made for it. Mounting a picture is at times desirable. Again, this depends on your immediate problem and material.

All sorts of devices for using what you have to work with to the best advantage will occur to you. Shabby books may be shown open at the title page, providing this in itself has some degree of distinction. Recalcitrant pages (of books which are shown open thus or at an arresting illustration or page arrangement) are fastened back with linen thread or with tape or even with pre-war colored rubber bands, if the latter have sufficient play not to bind the book edges too severely. Cumbersome books which are shown flat, and may not readily lie so, are weighted down with pane-glass. We have had such glass cut to various sizes and have found these helpful also in showing maps which have been long folded and which would otherwise display poorly.

Books with titles running parallel with the book's spine show better, of course, laid that way in your case. We have had happier results with only very occasional use of oblique arrangements, having favored the display of items on a straight line. However you achieve it, a simple and direct presentation of the message of your show should be your object. You should aim, further, at a nice balance in the entire thing: a balance which permits some variation and play and which

does not require that each side of your case or table be a replica to scale of the other side.

In the matter of labels for books displayed, we vary, sometimes showing complete catalog entry, sometimes short title only, sometimes an annotation, sometimes not. All this depends on the mood and requirement of the exhibit. We have found it best to indicate library classification always.

If your exhibit is not limited to a single case or table but is continued in other parts of your library, have a sign to that effect. You will, of course, always acknowledge in your exhibit, loans from organizations or from individuals. Before using anyone's name in this manner, it might be advisable to ascertain if he wishes you to do so or if he would prefer that you use some impersonal statement such as, "Loaned by a Friend of the Library."

If you are doing an exhibit sufficiently ambitious* to have an accompanying catalog, (traveling exhibits frequently do, and your own display might very well have a related booklist) try the device of showing a specimen catalog or list attached to your display case or table so that it can be handled. Show a note to the effect that copies of this catalog or list are obtainable at a desk. In that way you have a concrete method of gauging interest and response.

Items other than books incorporated with your display always add interest. Flowers shown with a collection of flower prints, national *objets d'art* placed with books on a particular country: that sort of thing invariably brings some dramatic appeal.

Good lighting will do wonders for any display. If you have lighted cases, you are off to a good start. If you have not, locate your exhibit where the light is best or, if you can get help in this direction or are ingenious in the line yourself, rig up better lighting as best you can.

If, after your display is assembled, you have sufficient related books to warrant your doing so, place these in juxtaposition to your exhibit for circulation.

Should your library offer no good exhibit space, take your display to some building in your city which does. The publicity value of such an extra-mural activity is apparent not

only in the fact that you are going out to a public which you might otherwise not reach, but also in the contacts which your library will necessarily make in arranging for such space. There are, to be sure, accompanying complications: the problem of transporting materials, for instance, or the possible need of staffing the display at the point of showing.

Polonius to the contrary, both a borrower and a lender be. Other library agencies in your city may be able to use some display of yours *in toto*. Arrange for this if you can. Likewise, you might benefit by borrowing a display planned and worked out by them. In Detroit, an exhibit on Latin America was used at several different meetings or institutes. Other displays have been similarly used and re-used at different times and in different places.

You may want to publicize your more important exhibits in your local paper, by direct mail, or by placards in stores, etc. If your library has a bulletin board, it is well to post your exhibit topics thereon.

Obviously, a good poster or sign is the *sine qua non* of a successful exhibit. Miss Sophie Pajas, a gifted assistant in the Detroit Public Library, who has an unerring sense of design and color, has contributed the following practical suggestions for the meeting of some of the problems of type, lettering, and layout.

Type

Since, in posters, readability of the text is highly important, the simpler the letter you use, the better. Use Roman letters in preference to heavy modern letters in unusual types. The modern letters, based on Roman proportions, are always good. If possible, use two related forms of a letter to avoid monotony: that is, a Roman letter and its italics or the letter in both caps and lower case.

Lettering

For someone who has had limited experience in lettering or who has to make a sign quickly, it is advisable to use layout paper (a thin, transparent paper obtainable in artist supply stores) through which letters may be traced from a good book on lettering. Place the paper over the letters and trace them with a pencil, spacing them visually, not mechanically. When this is done, turn the paper over and rub the pencil over the back, then turn right side up and clip in place to the poster paper. Then trace again, and you

will find that the resulting lines will be just heavy enough. Outline the letters on the poster paper with a pen and fill in with a brush. For this outlining, ball-point pens are best. These are available in several sizes, and you will use the larger or smaller pen according to the proportions of your letter. The brush should be a good water-color brush in a size suitable for the job at hand. If you are gifted in the direction of freehand lettering, the handbook issued by the Speedball Company¹ will prove helpful.

Use poster colors or tempera, remembering to dilute either well so that the paint will flow from the pen with ease. Dilute to the consistency of thick cream. Never attempt to use it as it comes from the bottle or tube.

Layout

Do not minimize the value of space in a poster. Crowding is to be avoided as the plague. A more interesting effect is achieved if the amounts of lettering and of space are not equal: that is to say, it is desirable to have more space than lettering or *vice versa*.

As an over-all admonition to the worker, it is important (and not easy) to keep your work clean as you progress with it. Finger marks are disastrous. Place clean paper over the part covered by hand and arm while at work. For this reason, it is best to make your plan or draft on a separate piece of paper or on layout or tracing paper as mentioned above. In this way, corrections in spacing may be made by moving the tracing paper without having to erase on the final poster stock. This may seem like extra work, but you will find it well worth the trouble.

In Elysium, the exhibitor will keep a record of each display, showing dates of each exhibit and listing titles and materials used. If you have a photographer on your staff, by all means get a photographic record. For, once the thing is dismantled, this project into which so much literal sweat and figurative tears have gone, is lost forever. Putting up an exhibit is as arduous as making money, while taking one down is as easy as spending it. Someone has said that a busy man is too busy to keep a record. If you have a choice of doing a relatively inferior show because you have diverted time and energy from it to keep a record of it or of doing the best show you can do *sans* record, we know what you'll

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¹Speedball textbook; lettering, poster design, for pen and brush, by Ross F. George. 14th ed. 1941. 88 p. 50c. Paper. C. Howard Hunt Pen Co., 7th and State Sts., Camden, N. J.

M.L.A. NOMINEES, 1943-1944

Report of the Committee on Nominations

The Nominating Committee of the Michigan Library Association presents the names of the following candidates for office in the Association for the year 1943-44. Official ballots will be mailed to all members in good standing. Results will be announced at the Annual Convention in October and will be published in *The Michigan Librarian*.

FOR FIRST VICE-PRESIDENT (President-Elect):

Ernest I. Miller, Chief, Technology Department, Public Library, Detroit. A.B., Elmhurst College, Elmhurst, Ill., 1931; B.S. in L.S., University of Illinois, 1932; M.A., University of Tennessee, 1941. Held positions in University of Nebraska Library, John Crerar Library, Tennessee Valley Authority Library. Member A.L.A., Special Libraries Association. Chairman, M.L.A., Legislative Committee, 1942-43.

Adeline Cooke, Librarian, Baldwin Public Library, Birmingham. B.A., Lawrence College, Appleton, Wis., 1913; Diploma, Wisconsin Library School, 1923; M.A., University of California (Berkeley), 1931. High School Librarian, Portland, Ore., 1923-25; Reference Librarian, State College of Washington, Pullman, Wash., 1925-29; Acting Head of Reference Dept., Public Library, Seattle, Wash., 1929-30; Librarian of High School and Junior College, Santa Monica, Calif., 1931-34; Librarian, Baldwin Public Library, Birmingham, 1934-date. Member, A.L.A., Chairman, M.L.A. District no. 3, 1939-41; Chairman, Committee on Institutes and In-service Training, 1942; Chairman, M.L.A. Summer Institute, Waldenwoods, 1943; Member, A.L.A. Council.

FOR SECOND VICE-PRESIDENT:

Lydia Koebbe, Librarian, Carnegie Public Library, Stambaugh. A.B., North Central College, Naperville, Ill.; A.B. in L.S., University of Michigan, 1931. Librarian, Carnegie Public Library, Stambaugh, 1931-date. Secretary - Treasurer, M.L.A. District No. 7, 1941-43.

Mary F. Meinberg, Librarian, Spies Public and County Library, Menominee. B.S., College of Saint Catherine's Library School, 1938. School librarian, Rockhurst High School, Kansas City, Mo., 1938-1942. Librarian, Spies Public and County Library, 1942-date. Member, A.L.A. Member, Legislative, Membership Committees, and Subcommittee on Continuing Education.

FOR SECRETARY:

Hazel M. DeMeyer, Librarian, J. W. Sexton High School Library, Lansing. B.S. in L.S., Columbia University, School of Library Service, 1939. Librarian, Holland High School Library, 1929-1942; Librarian, J. W. Sexton High School Library, Lansing, 1942-date; Circulation Department, Western Michigan College of Education Library, Summer, 1940; Reference Department, Western Michigan College of Education Library, Summer, 1942. Member, A.L.A. Chairman, M.L.A. School Library Section, M.E.A. District No. 4, 1933-34; Chairman, M.L.A. District No. 4, 1941-42; Member, M.L.A. Planning Committee, 1941-42; Member, M.L.A. Executive Board, 1942-43.

Dorothy B. Hoyt, Librarian, Senior High School Library, Niles. A.B., University of Michigan, 1921; B.S. in L.S., Syracuse University, 1940; Graduate work, Liberal Arts College, Syracuse University, 1930. Teacher of English, St. Johns High School, 1921-22; Dowagiac High School, 1923-24; Niles Senior High School, 1924-35; Librarian, Niles Senior High School Library, 1930-date. Chairman, M.E.A. English Section, 1940-41; Chairman, M.E.A. Library Section; Chairman, M.L.A. Sub-committee on Teacher-Librarian Training, 1941-42; Secretary, M.L.A. School Library Section, 1941-42; Chairman, M.L.A. School Library Section, 1942-43; Secretary, M.L.A. District No. 1, 1941-42; Chairman, Sub-committee on Co-ordinating the Themes of M.L.A., M.E.A., and Schoolmasters' Club Library Sections, 1943.

FOR TREASURER:

Madeleine B. Dunn, Librarian, Wayne County Library, Detroit, Pratt Institute School of Library Science, 1929. Cataloger, Antioch College, Yellow Springs, Ohio, 1929-37; Senior Library Assistant, Catalog Department, Detroit Public Library, 1937-39; Head Cataloger, Wayne County Library, 1939-41; Acting County Librarian, Wayne County Library, June-November, 1941; County Librarian, Wayne County Library, December, 1941-date. Member, A.L.A., Secretary, Michigan Regional Catalogers' Group, 1938; Secretary-Treasurer, A.L.A. County and Regional Section, 1942; Treasurer, Michigan Library Association, 1943.

Emma Sihler, Chief of Circulation, Public Library, Jackson. A.B., Western Reserve University; Certificate, Cleveland College, 1931. Jackson

Public Library, 1931-date. Member, A.L.A. Chairman, M.L.A. Junior Members Round Table, 1937-38; Secretary, M.L.A. District No. 2, 1941-42; Member, M.L.A. Constitution Committee, Membership Committee, Adult Education Committee; Executive Board, M.L.A. Junior Members Round Table, 1942-43.

FOR MEMBERS OF THE EXECUTIVE BOARD (Two to be elected):

F. Ridlen Harrell, Librarian, Museums Libraries, University of Michigan, Ann Arbor. A.B., Indiana University, 1928; A.M. in L.S., University of Michigan, 1934. Past president, Ann Arbor Library Club; past president, University of Michigan Library Science Alumni Association; Chairman, Washtenaw County Book Council, 1942, 1943; Chairman, M.L.A. District No. 2, 1941-42; Chairman, M.L.A. Public Relations Committee, 1942-43.

Gladys Nichols, Librarian, Public Library, Saint Joseph. B.S. in L.S., University of Illinois. Member, A.L.A. Member, M.L.A. Federal Aid Committee, 1941-42; Secretary, M.L.A. District No. 1, 1942-43.

Hobart Coffey, Librarian, Law Library, University of Michigan, Ann Arbor. A.B., Ohio State University, 1918; L.L.B., University of Michigan, 1922; J.D., University of Michigan, 1924; University of Paris, 1924-25; University of Berlin, 1925; University of Munich 1926, 1928. Assistant Law Librarian, University of Michigan, 1925-26; Professor of Law and Law Librarian, University of Michigan, 1926-date. Member, State Bar of Michigan; A.L.A.; American Association of University Professors; Inter-American Bibliographical Association. Member, Michigan State Board for Libraries, 1937; M.L.A. Legislative Committee; Chairman, M.L.A. Planning Committee, 1941-42.

Leonora Hass, Librarian, Iosco County Library, Tawas City. A.B., Western State Teachers College, Kalamazoo; attended Western Reserve Library School. Student assistant, Ionia Public Library; W.P.A. Supervisor of Library Projects in Ingham County, 1935-38; W.P.A. Area Supervisor of Library Projects, 21 northern counties, 1938-39; W.P.A. Assistant District Supervisor, 1939-42; Librarian, Iosco County Library, 1942-date.

FOR MEMBERS OF THE A.L.A. COUNCIL:

Ann F. Wheeler, School Library Consultant, Michigan State Library, Lansing. A.B., University of Michigan, 1926; B.S. in L.S., Simmons College, 1929; M.A., University of California at Los Angeles, 1943. Assistant, Royal Oak Public Library, 1926-28; Librarian, Pattengill Jr. High School, Lansing, 1929-34; Librarian, Eastern

High School, Lansing, 1934-41; Instructor in Library Science, Central Michigan College of Education, Summer, 1941; School Library Consultant, Michigan State Library, Lansing, 1942-date. Member, A.L.A. Member, Executive Board of the Michigan Library Association, 1939-40; Vice-President, Michigan Library Association, 1940-41; M.L.A. Certification Committee; Salary, Staff, and Tenure Committee; Sub-committee on Teacher-Librarian Training, 1942-43; State Executive Board of School Librarians, 1942-43; State Committee on Guidance, 1942-43; Michigan Council on Education, 1943.

Dorothy B. Hansen, Librarian, Van Buren County Library, Paw Paw, B.L.S., University of Minnesota. Former positions as teacher-librarian, junior high school librarian, children's librarian, and in library extension in Minnesota and Wisconsin libraries; Librarian, Van Buren County Library, Paw Paw, 1942-date. Member, A.L.A.

Nominating Committee,

MRS. LOUISE T. OWENS, *Acting Chairman*

MRS. HENRIETTA ALUBOWICZ

ANNA L. BLACKNEY

MRS. CORA FARRAR

FRANCES M. GARDNER

FRANCES HANNUM

ELEANOR HILLMAN

* * *

SAVE THESE DATES

October 14 to October 16, 1943

**For the Annual Convention
Michigan Library Association
Jackson, Michigan**

A.L.A. Citations for Trustees

The 1943 A.L.A. citations for trustees were conferred by President Keyes Metcalf on Judge Ora Wildermuth of Gary, Indiana, and on Mrs. George L. Tomlinson of Evanston, Illinois, in a simple ceremony attended by officers of the A.L.A. Trustees Division, officers of the Indiana and Illinois Library Associations, Miss Ida F. Wright, librarian of the Evanston Public Library, and Paul Howard, librarian of the Gary Public Library. Both Judge Wildermuth and Mrs. Tomlinson have not only been active in their own communities but also have materially aided library interests in Indiana and Illinois.

TIME FOR FUN—

Three Librarians Retire

ELIZABETH V. BRIGGS

After twenty-six years as Librarian of the Royal Oak Public Library, Elizabeth V. Briggs will retire from active service on June 30, 1943.

Miss Briggs, who is Michigan born, began her professional career in the Detroit Public Library. Later she went to the New York Public Library School (a predecessor of the Columbia University School of Library Service) and, upon completing the training course, spent three years as a cataloger in the New York Public Library.

In 1916, she came to Royal Oak to reorganize the Township Library into an institution which was to serve both the Village and Township of Royal Oak. The library was little more than a pile of books thrown into the corner of a single rented room, and her first purchase, as Librarian, was a penny pencil. That occasion, it is scarcely necessary to state, was the only time Miss Briggs ever set her library sights low! The fact that Miss Briggs' library experience had been exclusively in large libraries led her to think in terms of the service such libraries are accustomed to give and she felt that the small library could and should offer the same quality of service as a large library.



Elizabeth V. Briggs

Since 1916 the progress of the Royal Oak Public Library has been sure and steady. True, there have been setbacks. The depression left scars in the form of retrenchment that were not easy to erase. But never, for a moment, has the ideal of the very best service to the greatest number of people by a qualified staff ever faltered. The passing years have seen the people of Royal Oak becoming more and more conscious of the value of a good library, and in their support of that library lies proof of service well rendered.

In these twenty-six years there have been many changes. The library has moved on three occasions, each time to more desirable quarters. The present enlarged building represents the culmination of years of planning, and would not have been possible without the united support and active cooperation of the City administration, the Library Board and the Royal Oak Friends of the Library. On Thursday, April 29, the latter organization honored Miss Briggs at a large civic dinner, which was attended by an overflow crowd of city officials, professional associates, and personal friends of the retiring librarian.

It is a sincere tribute to Elizabeth Briggs—Citizen, that her place in the community as a public leader has been unquestioned. It is an equal tribute to Elizabeth Briggs—Librarian, that her associates have always been thoroughly imbued with her own ideals of service. Her foresight and her concepts of service have been of inestimable value not only to the community she has served so faithfully but to the library profession as well.

MRS. E. JENNIE MCNEAL

After forty years of service in the Lansing Public Library, thirty-two of them as librarian, Mrs. E. Jennie McNeal retired from active duties January 1, 1943.

Mrs. McNeal, a graduate of the Lansing Public Schools and a life long resident of Lansing, entered the Public Library when it was moved from the old high school building into the City Hall. She has seen it grow from



Mrs. Jennie McNeal

an institution with two workers and a small collection of books, garnered from the funds of the Young Men's Lecture Association and the Ladies' Library Association, to a library of over 125,000 volumes, a staff of twenty, two adult branches, three junior high school libraries, and one senior high school branch, plus numerous school library stations. When the library moved into the Carnegie Building in 1904, Mrs. McNeal moved with it, and in 1910 became the librarian.

Mrs. McNeal has been an active member of the Michigan Library Association, and has served as treasurer and as a member of various committees. She has been especially active in the local YWCA and other civic organizations. Through her co-operation, headquarters were established in the Lansing Public Library for the Experimental County Library which was started in Ingham County in 1935, and which led to the eventual organization of a permanent and very successful county library, with headquarters in Mason. Throughout the years of Mrs. McNeal's service the Lansing Public Library has grown steadily and consistently, and she has left behind her a well-established institution, from which she will be missed by its many patrons and friends.

MAY G. QUIGLEY

Miss May G. Quigley, of the Grand Rapids Public Library, on February 1, retired from her position as Chief of the Children's Department. Miss Quigley has helped two generations of boys and girls form good reading habits, and how many thousands of children she has influenced to become life-long library patrons there's no way of knowing.

During her long career she has served under four librarians in Grand Rapids. The late Miss Lucy Ball was Librarian when Miss Quigley began her work and the whole library was housed on the second floor of the City Hall. There was no Children's Department as such and no Children's Librarian, but Miss Quigley liked children, and took such special pains in serving boys and girls that without any formal action at first, she became by choice of the youngsters themselves, children's librarian.

In 1904, with the erection of the Ryerson Library Building, and the appointment of Mr. Samuel H. Ranck, as Librarian (now Librarian Emeritus) came the organization of the Grand Rapids Public Library into departments, and Miss Quigley was made Chief of the Children's Department.

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May G. Quigley

Detroit Regional Institute on War and Postwar Problems

Compiled chiefly from notes furnished by Helene Thorpe

The Detroit Regional Institute on Problems of the War and the Postwar Period, one of twenty-one such institutes which were planned as a part of the nation-wide program of the American Library Association, was held in the Hotel Statler on April 9 and 10. Two panels and a luncheon meeting were devoted to the domestic aspects of the postwar problems. An afternoon meeting was devoted to a summary of the ideas and implications in the preceding discussions.

The postwar problems of industry, the farmer, labor and the consumer were discussed by Mr. Willis Hall, Detroit Board of Commerce; Mr. Victor Reuther, War Policy Division, UAW-CIO; Dr. William T. Robinson, Western Michigan College of Education, Kalamazoo; Mr. Lee A. White, Detroit News; Mrs. Lillian Navarre, Monroe County Library; and Mrs. Orville Bond, League of Women Voters, Detroit.

Mr. Hall and Mr. Reuther provided stimulating discussion formed from basically differing ideas of our economic status following the war. Mr. Hall holds the view that unemployment need not be feared, basing his opinion on confidence in prompt re-conversion of industry and enormous shortages in consumer goods. Countering this, Mr. Reuther stated that only the most far-sighted planning for full employment and security of the worker can avoid widespread unemployment.

Mr. Lee White cited the case of a large corporation which has divided its executives into two groups, one to pursue its war production program and the other to make postwar plans. Mr. Hall believes that the war should first be won, and the planning for peace left until that has been accomplished. Mrs. Orville Bond, of the League of Women Voters, stated emphatically that international problems are of paramount importance, and discussed the renewal of the foreign trade agreements as an immediate and important objective.

Mr. William Robinson, rural sociologist, stressed the need for giving the farmer a larger share of the national income, and called for the equalization of rural and urban educational facilities. He was supported in this view by Mrs. Navarre and Mr. Reuther. Mr. Hall added that centralization of education in the state is a much needed reform of the present system with its 6,775 school districts. The need for cooperatives was introduced when the waste involved in fourteen different milk deliveries which pass his door was brought out by Mr. Reuther, who ended his statement with an appeal for the return to the principle of the town meeting in government.

The attention given education, a subject not strictly within the scope of the first panel, was interesting evidence of its importance in today's thought. The question raised in this discussion, "Who makes up the hierarchy responsible for education?" provided the starting point for the Saturday morning group of discussants, Dr. Warner G. Rice, University of Michigan; Dr. William J. Norton, Michigan Children's Fund; Father John Bieri, S. J., University of Detroit; Dean James B. Edmonson, University of Michigan; Mrs. Oscar Starrett, Detroit Welfare Commission; and Rev. Edgar DeWitt Jones, Central Woodward Christian Church, Detroit. After conscientiously registering an objection to every word of the assigned topic, "What problems must we prepare for to preserve democracy and the liberal way of life?" the members of the panel debated on the relative merits of classical and cultural education, stoutly defended by Dr. Rice with the support of Father Bieri, and vocational education, defended by Dean Edmonson.

One speaker pointed out that the worker generally is ambitious that his son have a cultural education. Mrs. Oscar Starrett introduced the cold voice of realism by reporting that students in the Detroit schools

are carrying full time jobs in addition to their curricular activities and are falling asleep in their classes. She asked, "Are those students present or absent?" The significance of this fact in postwar planning is apparent, for upon the education and understanding of these young people depends the success of any plan for international cooperation.

Professor Wesley Maurer acted as discussion leader for both panels but the spontaneity of the members of his panel made his task a light one. Participants and audience enjoyed themselves thoroughly.

Following each panel, the audience broke into three groups for discussion. Later, during the luncheon at which Mr. Samuel McAllister presided, their leaders, Miss Frances Comfort of the Detroit Public Schools, Dr. Woodburn Ross of Wayne University, and Mr. Cecil McHale of the University of Michigan, summarized their proceedings.

Mrs. Quincy Wright, President of the Woodrow Wilson Foundation, and one of the participants in the National Institute in Chicago in January, spoke at the afternoon session on the international implications of the problems discussed by the two panels. She emphasized the fact that local, national, and international planning are closely interrelated, each having powerful effects upon the others. Using North Africa as an illus-

tration, she demonstrated that war and postwar planning must go hand in hand, pointing out that in this theatre of war, we are already in the postwar period. The Nazi financial and economic organization of Europe was another illustration used to show that our enemies recognize this principle and are already acting upon it. Mrs. Wright believes that the international aspects of the problems of food supply, public health and education will be as important in the postwar world as they are today, and she used these problems to drive home the point that the political and economic weapons of war are also powerful forces in peace. Mrs. Wright closed by remarking upon the invaluable service which the library can render in spreading the realization of national interdependence by exhibiting the reports and publications of the international conferences of the last two decades; by displaying posters dramatizing the shortened distances between our country and any other in the world; and by promoting public understanding of the complete and necessary dependence of nations, one upon another.

During the luncheon meeting, Mr. McAllister discussed plans for the local institutes that will follow throughout the state in May and June.

A Free Man's Books

"In the Nazi bonfire of May 10, 1933, twenty-five thousand books were burned. The Nazis perpetrated their spiteful act because they knew, ignorant and disappointed and defeated as they were, that books are weapons and that a free man's books—such books as free men with a free man's pride can write—are weapons of such edge and weight and power that those who would destroy the world of freedom must first destroy the books that freedom fights with.

"Do we, for all our talk of books and all our labor with books and all our knowledge of books—do we truly and actually, in our lives as well as in our words, ascribe as great an influence to the books we write and publish and sell and catalogue and teach, as those who fear the free men's books enough to burn them?

"If the coarse and brutal high school boys who made the Nazi bonfire could understand the power of a free man's books well enough to burn them, we in this country can understand the power of these books well enough to honor them and treat them as the things they are—the strongest and the most enduring weapons in our fight to make the world a world in which the free can live in freedom."

—Archibald MacLeish

THE UNITED NATIONS

A Recommended Buying List

The week of June 14 to 20 has been designated as United Nations Book Week, during which it is suggested that some special emphasis be given to acquiring a better understanding of the United Nations.

This list of books and pamphlets includes only a limited selection from recent publications which interpret the spirit and characteristics of our Allies. Purely descriptive and historical works, as well as books about our own country, have been excluded. The needs of the small library have been especially considered.

General

The Thousand Million. 49p. 1942. U.S. Office of War Information, Washington, D.C. Free.

"Brief stories about the United Nations, where one thousand million friends of the United States live, work, and fight." Subtitle.

United Nations Discussion Guide, by V. M. Dean. 14p. 1942. U.S. Office of Education, Washington, D.C. Free.

Discusses briefly the questions: Who are the United Nations? Why did they unite? What are they fighting for? Can they stay united in peace?

The United Nations: What They Are, What They May Become, by Henri Bonnet. 100p. 1942. World Citizens Assn., 84 E. Randolph St., Chicago. 25c.

Reviews the existing means of collaboration and indicates how a more effective organization may be developed.

Canada

Canada: America's Problem, by John MacCormac. 287p. Rev. ed. 1941. Viking. \$2.75.

Canada's internal and international problems and her potential importance in world affairs.

Canada and the United States, by F. R. Scott. 80p. 1941. (America looks ahead, No. 2) World Peace Foundation, 40 Mt. Vernon Street, Boston. 25c.

The chief features of United States and Canadian relations, especially in wartime.

Canada, Today and Tomorrow, by W. H. Chamberlin. 338p. 1942. Little. \$3.

Social and economic conditions in Canada, and its relations with the United States, past, present and future.

Latin American Countries

Bolivia	Guatemala
Brazil	Haiti
Costa Rica	Honduras
Cuba	Mexico
Dominican Republic	Nicaragua
El Salvador	Panama

American Nation Series. Pan American Union, Washington, D.C. 5c each.

Pamphlets presenting briefly the geography, history, and resources of each of the Latin American republics.

Brazil: Introduction to a Neighbor. 32p. 1943. Coordinator of Inter-American Affairs, Washington, D.C. Free.

Other attractive free pamphlets issued by the Coordinator are *The Americas Cooperate for Victory* and *Guatemala, Volcanic but Peaceful*.

The Caribbean Danger Zone, by J. F. Rippey. 296p. 1940. Putnam. \$3.

An examination of the relations between the United States and the countries in this strategic zone.

Challenge and Opportunity: Central America, by C. M. Wilson. 293p. 1941. Holt. \$3.

A panorama of ten Caribbean countries with a discussion of tropical products and trade possibilities.

Good Neighbors, by H. C. Herring. 381p. 1941. Yale Univ. Press. \$3.

A study of the South American nations, particularly Argentina, Brazil and Chile, which should do much to promote a sound understanding of these countries.

Guatemala, by Erna Fergusson. 327p. 1937. Knopf. \$3.

Impressions of the social life and customs of Guatemala.

Latin America, Its Place in World Life, by S. G. Inman. 466p. Rev. ed. 1942. Harcourt. \$3.75.

An interpretation of Latin American life and the present-day political, economic, and social movements.

A Latin American Speaks, by Luis Quintanilla. 268p. 1942. Macmillan. \$2.50.

A Mexican diplomat gives the Latin American point of view on Inter-American problems.

Many Mexicos, by L. B. Simpson. 336p. 1941. Putnam. \$3.

A description of those men and institutions that have left the deepest impress on the country.

Mexico: *The Making of a Nation*, by Hubert Herring. 96p. 1942. (Headline books no. 36) Foreign Policy Assn., 22 E. 38th St., New York. 25c.

Present-day conditions in Mexico, with a brief review of the historical background.

Seven Keys to Brazil, by Vera Kelsey. 314p. 1940. Funk. \$3.

An introduction to the mosaic of regions, races, and economics which is Brazil.

European Countries

<i>Belgium</i>	<i>Norway</i>
<i>Czechoslovakia</i>	<i>Poland</i>
<i>Greece</i>	<i>Russia</i>
<i>Luxembourg</i>	<i>United Kingdom</i>
<i>Netherlands</i>	<i>Yugoslavia</i>

The Ageless Indies, by Raymond Kennedy. 208p. 1942. Day. \$2.

The colonial empire of the Netherlands is of vital interest today. This is an excellent study of the Dutch East Indies.

Belgium and the War, by G. N. Clark. 32p. 1942. (Oxford pamphlets on world affairs, no. 56) Oxford. 10c.

Economy, politics, and foreign policy of Belgium before the German invasion and brief story of subsequent events.

Black Lamb and Grey Falcon; a Journey through Yugoslavia, by Rebecca West. 1184p. 1941. Viking. \$3.95.

Not merely a traveler's journal, but a penetrating analysis, as well, of the culture of a people and of a critical world situation.

Czechoslovakia, by R. Birley. 32p. 1939. (Pamphlets on world affairs, no. 15) Farrar. 15c.

A brief, concise discussion by an English authority of the history, culture, and nature of the Czech Republic.

Democracy in Czechoslovakia, by Brackett Lewis. 95p. 3d ed. 1941. American Friends of Czechoslovakia, 8 W. 40th St., New York. 50c. Survey of democratic institutions in Czechoslovakia.

The Dutch: a Portrait Study of the People of Holland, by A. J. Barnouw. 297p. 1940. Columbia Univ. Press. \$3.

An introductory study of the Dutch, their traditions, customs, and daily life.

Eastern Europe and the United States, by Josef Hanc. 95p. 1942. (America looks ahead, no. 7) World Peace Foundation, 40 Mt. Vernon St., Boston. 25c.

Discusses the place of Eastern Europe in the plans for postwar reconstruction against the historical background of the past twenty years.

The English People: Impressions and Observations, by D. W. Brogan. 308p. 1943. Knopf. \$3.

A Britisher interprets the ever-changing English democracy and empire for Americans. Neither apology nor defense but a thoughtful effort to promote unity through understanding.

The Enigma of the British, by Harold Callender. 32p. 1942. (America in a world at war, no. 21) Oxford. 10c.

"Designed to assist Americans to understand the British, the better to co-operate with them in a common cause." Similarities and differences of climate, landscape, constitution, and character are pointed out.

Flight to England, by I. A. R. Wylie. 192p. 1943. Random. \$1.75.

Glimpses of England in wartime which will contribute to our understanding of the English people.

Greece, by Stanley Casson. 32p. 1942. (Oxford pamphlets on world affairs, no. 57) Oxford. 10c.

Describes the traditions and character of the Greek people, the growth of modern Greece, her relations with other Balkan countries, and her part in the present war.

Miracle in Hellas: the Greeks Fight On, by Betty Wason. 263p. 1943. Macmillan. \$2.75.

A correspondent who was there describes Greece's heroic resistance to the Axis invasion, and from authentic underground reports pictures the country as it is today.

Holland and the War, by G. N. Clark. 32p. 1941. (Oxford pamphlets on world affairs, no. 43) Oxford. 10c.

Picture of Holland before invasion and circumstances of her entry into war.

The Netherlands East Indies and the United States, by Rupert Emerson. 92p. 1942. (America looks ahead, no. 6) World Peace Foundation, 40 Mt. Vernon St., Boston. 50c; paper 25c.

Social and economic conditions in the Netherlands Indies, and an evaluation of American responsibility in the postwar period.

The New Norway: a People with the Spirit of Cooperation, by O. B. Grimley. 159p. 1937. Bonnier. \$1.50.

Gives historical background as well as a discussion of economic conditions and social and educational movements of modern Norway.

Norway, Neutral and Invaded, by Halydan Koht. 253p. 1941. Macmillan. \$2.50.

Authentic account of the invasion of Norway, of the events leading up to it and of those resulting from it.

The People of the Soviet Union, by Ales Hrdlicka. 29p. 1942. (War background studies, no. 3) Smithsonian Institution, Washington, D.C. Free.

A survey of the races of Russia.



Poland: Key to Europe, by R. L. Buell. 379p. 1939. Knopf. \$3.

The London Times judged this factual and interpretative study "the best book available to English readers on contemporary Poland."

Russia at War: Twenty Key Questions and Answers, by V. M. Dean. 96p. 1942. (Headline books, no. 34) Foreign Policy Assn., 22 E. 38th St., New York. 25c.

Straightforward answers to the questions that everyone is asking about Russia.

The Russians, the Land, the People, and Why They Fight, by A. R. Williams. 248p. 1943. Harcourt. \$2.

A sympathetic interpretation of the people of the factories, farms and villages.

Countries of Asia

China

India

Iraq

The Battle for Asia, by Edgar Snow. 431p. 1941. Available through Indusco, Inc., 425 Fourth Ave., New York, for 89c plus 11c for postage and handling.

Important for the understanding of the situation in North China and Mongolia, and for Chinese relations with the Soviets.

China—America's Ally, by R. W. Barnett. 48p. 1942. (Far eastern pamphlets, no. 5) American Council, Institute of Pacific Relations, Inc., 129 E. 52nd St., New York. 15c.

"A bird's eye view of wartime China—military record, political and economic situation, relations with the United States, etc."

The China of Chiang Kai-shek: a Political Study, by P. M. A. Linebarger. 449p. 1941. World Peace Foundation, 40 Mt. Vernon St., Boston. \$2.50, paper \$1.

Analyzes the institutions, parties and movements of the new China.

East and West of Suez: the Story of the Modern Near East, by J. S. Badeau. 94p. 1943. (Headline books, no. 39) Foreign Policy Assn., 22 E. 38th St., New York. 25c.

An excellent introduction to the Near East and its importance in the present conflict.

India Today: the Background of Indian Nationalism, by W. E. Duffett and others. 173p. Rev. and enl. ed. 1942. Day. \$1.75.

Concise and unbiased primer of the political situation and leaders.

India without Fable: a 1942 Survey, by K. L. Mitchell. 296p. 1942. Knopf. \$2.50.

Definitely sympathetic to the Indian cause but not unfair. Describes India's role in the British empire, the political groups, the growth of nationalism, the effects of the war, the Cripps mission and its aftermath.

Inside Asia, by John Gunther. 599p. 1939. Harper. \$3.50.

A valuable contribution to our knowledge of the Far, Middle and Near East.

My Country and My People, by Lin Yu-tang. 440p. Rev. ed. 1939. Day. \$3.

An interpretation for Western readers of the philosophy and culture of the Chinese.

The People of China. 20p. 1942. East and West Assn., 40 E. 49th St., New York. 30c.

The East and West Association devoted "to the interpretation of countries East and West through their peoples" has issued a series of helpful annotated reading lists on various countries.—China, India, etc. at twenty cents each.

Theaters of War—India, by F. E. Hill. 18p. 1942. Institute of Adult Education, Teachers College, Columbia University, New York. 15c.

An objective and simple presentation of the main facts necessary for an understanding of the Indian situation today.

Africa

Ethiopia

Union of South Africa

Africa, Facts and Forecasts, by A. Q. Maisel. 307p. 1943. Duell. \$2.75.

An up-to-date survey of the past, present and future of Africa, including its economic resources and importance in the present war strategy.

Britain and South Africa, by E. A. Walker. 65p. 1941. (Pamphlets on the British Commonwealth, no. 2) Longmans. 20c.

A general survey, with emphasis on the relations of South Africa with Great Britain.

South of the Congo, by Selwyn James. 347p. 1943. Random. \$3.

A newspaper reporter's account of the economic and political conditions in the Union of South Africa and other lands south of the Congo. It also includes historical background and travel notes.

Australia, New Zealand and the Philippines

Australia and the Australians, by H. J. Timperley. 32p. 1942. (America in a world at war, no. 23) Oxford. 10c.

History, industries and traditions of Australia, and its strategic importance.

Australia and the United States, by Fred Alexander. 68p. 1941. (America looks ahead, no. 1) World Peace Foundation, 40 Mt. Vernon St., Boston. 25c.

An Australian's view of the political, economic and cultural relations of the two countries and their importance in the present world situation.

Crisis in the Philippines, by C. L. Porter. 156p. 1942. Knopf. \$1.50.

A history of the people, trade, and resources, with an account of the Japanese invasion and a glance at the future. Appeared in part in 1941 as *Philippine Emergency*. 78p. (Far eastern pamphlets no. 3). American Council, Institute of Pacific Relations, 129 E. 52d St., New York. 15c.

I Heard the Anzacs Singing, by M. L. Macpherson. 354p. 1942. Creative Age, 11 E. 44th St., New York. \$2.

Vivacious personal impressions of Australia.

Introducing Australia, by C. H. Grattan. 331p. 1942. Day. \$3.

A sympathetic visitor to Australia answers our questions with understanding and scholarship.

Meet the Anzacs, by W. L. Holland and P. E. Lilienthal. 48p. 1942. (Far eastern pamphlets, no. 7) American council, Institute of Pacific Relations, 129 E. 52d St., New York. 10c.

Description of Australia and New Zealand and their people.

People of the Philippines, by H. W. Krieger. 86p. 1942. (War background studies, no. 4) Smithsonian Institution, Washington, D.C. Free.

Racial ancestry, culture, industries, customs, religion, of the native population of the Philippines.

The Philippines: a Nation in the Making, by F. M. Keesing. 137p. 1937. University of Hawaii. Distributed by Institute of Pacific Relations, 129 E. 52d St., New York. \$2.

A competent presentation of Philippine history and culture up to the war.

Theaters of war—Australia and New Zealand. 17p. 1942. (Series I, no. 2) Institute of Adult Education, Teachers College, Columbia University, New York. 15c.

A brief factual survey, simply and clearly presented.

* * *

Do you have in your files copies of the issues of *The Michigan School Librarian* which you no longer use?

If so will you release them to *The Michigan Librarian* editorial office?

Several requests have been received for complete sets of *The Michigan Librarian*, including *The Michigan School Librarian* which was the predecessor of the present magazine.

Miss Quigley

(Continued from Page 11)

During her long service Miss Quigley has seen the collection of juvenile books in her department grow from 2,000 to more than 13,000 volumes. She has also seen a great advance in the quality of junior literature. The "Elsie books" and the Alger series were still on the children's shelves of the library when she began her work. It's a source of pride to Miss Quigley that she personally had something to do with getting "Elsie" and Alger too, into retirement at the library.

Miss Quigley has a wide acquaintance by correspondence and personally with writers and she has never lost an opportunity to interest capable authors in writing for the younger public. Four young people's books have been dedicated to Miss Quigley: *The Big Goose and the Little White Duck* by Meindert DeJong; *Plow Stories* by Clara Dillingham Pierson; *The Dawn Hill Brand* by Margaret A. Ross, all of Grand Rapids; and *Favorite Bible Stories Old and New* by A. Gertrude Krottjer, now Mrs. George Struckmann, of Chicago.

Along with her work as a children's librarian has come Miss Quigley's work as a hospital librarian. She has also had charge of the Library's "sunshine work" by which boxes of books are sent to boys and girls who are injured or are suffering from non-contagious diseases.

The school deposit libraries also grew and expanded under her supervision. Her story hours reached their largest attendance when there was so little motor traffic that it was safe to assemble audiences from all over the city at Ryerson building. Miss Quigley has broadcasted stories for the Library since the early days of local broadcasting.

Miss Quigley served a few years ago on the National committee of children's librarians, which annually awards the Newberry Medal. She has held various committee assignments in the Michigan Library Association, and she founded the Regional Conference on Children's Reading held here with success for many years.

Opportunities for Professional Training Summer and Fall 1943

University of Chicago Graduate Library School

Scholarships

The Graduate Library School of the University of Chicago will offer two full-tuition (\$300) scholarships and two half-tuition (\$150) scholarships for the academic year 1943-44 for students enrolled in the new basic curriculum leading to the Bachelor of Library Science degree. The new program will begin in the Autumn Quarter of 1943. The scholarships now offered are in addition to the fellowships previously announced for advanced study at the School.

The new B.L.S. program is planned as follows:

1. For students with a bachelor's degree, a one-year program of basic courses in library techniques, with additional courses in a subject field related to the special library interest of each student.

2. For students with two years of college, a three-year program, including two years of pre-professional courses in subject fields followed by one year of basic library courses.

Students in either of the above groups are eligible to apply for scholarships. Applications must be in the hands of the Dean of the Graduate Library School by June 15, 1943.

Application forms for scholarships and for admission to the School may be obtained by writing to the Graduate Library School, University of Chicago, Chicago, Illinois.

Summer Institute

The 1943 Institute of the Graduate Library School will be held in the week of August 23-28, 1943, and its program will center around "The Library in the Community." Its purpose is to help librarians understand the nature and general structure of community organization, to the end that their services may be related more definitely to the people dependent upon them. The major addresses will be delivered by prominent sociologists, political scientists, libra-

rians, and civic leaders, and will describe the sociological background of communities, relationships between the library and local groups and institutions, methods for analyzing communities, and examples of successful community work by selected libraries. As usual, opportunity will be given for questions and general discussion.

The emphasis of the Institute will be on the social rather than on the political aspects of local group life. Both urban and rural communities will be considered; the large city (over 100,000 in population), the small city (10,000 to 100,000 in population), the suburban or satellite community (industrial and residential), and rural communities (open country and centered about towns up to 5,000 population). In several instances it will be possible to group together the sociological descriptions of a type of community with a description of library work in such an area.

A registration fee of \$5.00 will be charged for all enrolled in the Institute. This fee, when paid by a library or by a branch library, will admit one of its representatives to all meetings. Persons wishing to attend the Institute should write to the Graduate Library School concerning registration and housing. The requirements for admission to the school do not apply to persons who wish to enroll in the Institute.

University of Michigan Department of Library Science

Summer Courses

The University of Michigan will offer, as usual, summer courses in Library Science during the eight weeks from June 28 through August 20, 1943. In the curriculum leading to the degree of A.B. in Library Science, Miss Schultz will offer the second semester

course in *Cataloging and Classification*; Mr. McHale, the first semester course in *Book Selection* and the second semester course in *Library Administration*; Miss Margaret I. Smith, Reference Librarian of the University, the first semester course in *Reference Work and Bibliography*. All four of these courses are required for the degree program. In addition, Miss Wead will offer a course in *Special Libraries and Special Collections* and Mr. Howard H. Peckham, of the Clements Library, a course in *Historical Manuscripts*.

Of the courses primarily for graduates, Dr. Bishop will again conduct a seminar in *University Library Administration* and a course in *Library Buildings and Their Equipment*; Miss Smith will offer *Advanced Reference and Bibliography*; Miss Schultz, *Advanced Cataloging*; Dr. Everett S. Brown of the Department of Political Science, *Bibliography of Public Documents*; Mr. McAllister, a seminar in *United States Public Documents*; and the staff of the Department will supervise approved studies carried on in the seminar in *Special Administrative and Bibliographic Problems*.

Mr. Edmon Low, Librarian of the Oklahoma A. and M. College, will again teach *The School Library and the School Program*, a two hour course, and *Selection and Use of Material in the School Library*, a four hour course. These two courses, primarily for school librarians, principals, and superintendents, are open for credit to students in the Graduate School, and will carry credit toward a degree in Library Science for students who meet the requirements for admission to the Department of Library Science.

M.L.A. Summer Institute Waldenwoods

This is a call to all Michigan librarians who are not already numbered among the "Summer Institute" enthusiasts, to join the ranks and enjoy Waldenwoods with us for three days this summer. Those who come once usually come again, which is proof of

its success. It is the friendly, casual atmosphere of Waldenwoods along with the pleasure of being able to study and discuss our problems while comfortably clad in camp clothes, which makes confirmed "Institutors."

The Summer Institute is not planned for any special group of librarians but for all, rural or urban, who are interested in studying current issues and professional problems. This summer the topic under discussion will be *Plans for the Postwar World*. One day will be devoted to a study of the international aspects, including proposals for a world federation. Another day will be given to the discussion of the future of Michigan libraries and to the effect of the war on children. In addition to the lectures on these subjects, there will be talks on Australia and South America by persons who have lived there.

The recreation program is similar to that of last year. Mrs. Musson will again lead the singing and games, there will be the annual picnic and trip to the craft shops of Hartland, and there will be time to enjoy the woods and the lake. Mrs. Dearing is planning for book charades and we hope to persuade Mr. Dearing to show his fine moving pictures of wild life.

The cost of the Institute will be the same as last year, \$6.75 for room and board and 50 cents registration fee. Waldenwoods is easily reached by bus from either Ann Arbor or Flint.

The Scholarship Committee has allocated five scholarships for this Institute, each one sufficient to cover expenses at Waldenwoods. If you are interested in securing one, either for yourself or for someone else, write to Miss Nina K. Preston, University of Michigan Library, Ann Arbor, Michigan.

Registrations should be made at least a week in advance but the earlier you register, the more grateful will be the committee. Address Mrs. D. G. Dearing, Waldenwoods, Hartland, Michigan, or the chairman of the committee. Come yourself and bring your trustees or members of your family.

ADELINE COOKE, *Chairman,*
Baldwin Public Library, Birmingham

NEWS FROM THE EXECUTIVE BOARD

The Library—A Foundation Stone of Democracy will be the theme of the annual meeting of the Association. This theme will also tie in with the District meetings which will be held in conjunction with the local institutes.

Mrs. Gladys Miller has turned over the work of the chairmanship of the Junior Members Round Table to the Vice-Chairman, Miss Lucille Prange. Mrs. Miller now resides at 423 Main Street, Dunkirk, New York.

Miss Lois Ingling, Kalamazoo public library, has been appointed chairman of a special committee to study the possibility of securing group health and accident insurance for the members of the Michigan Library Association. Miss Dorothy Hansen, Van Buren county library and Miss Eugenia Schmitz, Creston high school library, Grand Rapids, will serve with her. This committee was appointed in response to a request that the association investigate this matter.

The Salary, Staff and Tenure Committee has completed the tabulation of the answers to the questionnaire sent to public librarians last year. It will soon have completed the work on the questionnaire to school librarians. These should be in the mail early in May. Both of these questionnaires are of special importance to the work which the committee is planning.

Mrs. Cora Bunte, Flat Rock Branch Library of the Wayne County Library, has been added to the Institute Committee. She will take over the work of Miss Hazel Krueger, a member of the committee for the past three years. Miss Krueger is resigning from library work in the state.

Miss Margaret Chapman, Librarian of the Coldwater Public Library has resigned from the Executive Board of the Michigan Library Association. Because of the illness of her father, Miss Chapman feels that she will be unable to carry the additional work of the Association for the remainder of the year.

Miss Maureen Fisher, Librarian of the Niles Public Library, has accepted the appointment, and as member-at-large, will fill Miss Chapman's place on the Executive Board.

Miss Marion Adams, Librarian of the Albion College Library, is replacing Miss Chapman as Chairman of District No. 1.

The Executive Board of the Michigan Library Association has reconsidered reprinting the Constitution of the Association. The Constitution was published in the October, 1942, issue of the Michigan Librarian. It was felt that inasmuch as each member received a copy of this issue, the reprinting of the Constitution could be postponed for the present.

Library Legislation in Michigan, 1943

The 1943 session of the State Legislature came to an end on March 26. Several bills affecting libraries were enacted into law and, for your information, are listed below.

Public Act 109 (H.B. 215) Amends the State Aid Act. Provision was made for payment of grants to libraries established after 1941. Other changes include the requirement that state-aid monies be kept in a separate fund. The bill was sponsored by the State Board for Libraries and supported by the Association.

Public Act 174 (H.B. 29) Of interest to county libraries. The fiscal year of all counties, except Wayne, is required to coincide with the calendar year.

Public Act 193 (H.B. 200) Appropriates \$300,000 for state-aid grants (\$50,000 over our last year's appropriation) and \$104,500 for the State Library (as compared to \$83,500 last year).

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Public Act 206 (H.B. 36) Amends the county library law. The major change is the elimination of the advisory board provided in Section 3 and the inclusion of the proviso that in case a contract is made, it shall be supervised by the County Library Board. The appointment of a County Library Board is now mandatory under the Act. The bill was sponsored by the Wayne County Board of Supervisors and, in its original form, was opposed by the Association. In its final form, most of the points to which we objected were eliminated from the bill.

The major credit for the committee's success in the legislature can be ascribed to the cooperation we received from the librarians on the home front. Too, the ground work for legislative action was laid during the campaign for passage of the state-aid act and the succeeding committees have profited thereby. It should be remembered that the present state-aid appropriation is for one year only. The Legislature will reconvene late this year, or early next year, in special session. We want to urge that you make an effort to meet your legislators during the next few months. You will find many of them interested in libraries.

ERNEST I. MILLER, *Chairman,*
Legislative Committee

How to Win the War and the Peace

(Continued from Page 5)

The great advantage we have in this war as compared with the War of 1914-18 is that the people from the very beginning realized that the peace must be planned for even while the war is being fought. The people knew instinctively that it would be too late if we waited until the peace "broke out." They knew that we would be as unprepared for peace as we were for war.

At this point, I should like to speak directly to librarians. You have a grave responsibility in aiding the people to prepare for peace. Books and pamphlets dealing with postwar problems are now appearing in an ever increasing flood. As usual, some are good and some are bad. What principles of

selection should we as librarians employ?

As a mere suggestion for preparing ourselves as technicians, it occurs to me that we might begin by keeping some form of classification in mind. The types of books which may help our readers to form sound opinions about the War and the Peace may be divided into the following groups:

I. Technical books dealing with the conduct of the war:

- (1) As technology
- (2) As nutrition
- (3) As health
- (4) As civilian defense

II. Books which interpret the meaning of the War

- (1) As international relations
- (2) As ideological struggle
- (3) As systems of alliances
- (4) As social history

Illustrations:

We Cannot Escape History, by J. T. Whitaker.
374 p. 1943. Macmillan. \$2.75.

The Making of Tomorrow, by R. J. DeRoussy de Sales. 338 p. 1942. Reynal. \$3.

III. Books which portray the actual experiences of our fighters

IV. Books which call attention to our domestic issues as affected by the War

V. Books which are designed to sustain our morale

- (1) Dealing directly with the War and its consequences
- (2) Dealing with matters of universal human concern

VI. Books which present postwar plans

- (1) Dealing with such issues as I have discussed above.

It will be noted that I have provided actual illustrations in only one section of the above classification. The absence of illustration has been intentional: it seemed to me desirable to leave this as a project for librarians and their readers. In any case, the construction of the classification has only one purpose, namely, to assist both librarians and readers to make good choices, first with respect to reading and second with respect to the future world.

Each of us will probably have a different conception of the meaning of a "good choice" but in one respect, I hope we shall find relative agreement: we want to make such choices as will be most likely to lead us towards Peace.

State Executive Board of School Librarians

Preliminary Report

"Is there still a need for the State Executive Board of School Librarians, now that there is a School Library Consultant in the State Library?" This question was discussed pro and con at the business meeting of the School Library Section last fall. The opinion of the members present was that the Board could still serve a useful purpose.

Members of the Board for 1942-1943 are: Ann Wheeler, School Library Consultant, Lansing; Dr. Leon Waskin, (now in the Armed Forces), State Department of Public Instruction, Lansing; Dr. Edgar Johnston, University of Michigan, Ann Arbor; Mrs. Marie Webster, Detroit; Florence Hazlett, Midland; Mrs. Donna Powers, Chairman of Library Sections of MEA Districts 1, 2, and 8, respectively, Battle Creek; Marion Taylor, Chairman of the Library Section of the Schoolmasters Club, Boston, Mass.; Dorothy Hoyt, Niles, secretary; Jeanette Johnson, Three Rivers, chairman.

Because of transportation difficulties, the Board's work was done by mail through April. A meeting was scheduled for May, however, and, if circumstances permit, another will be held in September.

The Board is working on seven problems:

(1) *Clarification of its own organization and function.* For this purpose, a committee of four, representing viewpoints of four different types of libraries, was appointed: Mrs. Ethel Walker Yabroff, chairman; Grace Winton, Detroit; Mrs. Pauline Barto, Plainwell; Gwendolyn Webster, Muskegon. This committee is seeking to determine how nearly the past and present organization and policies of the Board fit our current needs.

(2) *Publicizing certification requirements of school librarians.* Information has appeared in the March *Michigan Librarian*, the February *News Letter* of the State Library, and the April *MEA Journal*.

(3) *Encouraging in-service training.* Ann Wheeler has collected information from colleges regarding library courses being offered and has included it in her report in the *MEA Journal*.

(4) *Coordinating themes of the library meetings in MLA, MEA, and Schoolmasters Club.* Although some doubt of the desirability of such coordination was expressed, a committee composed of the section chairman with Dorothy Hoyt as chairman, has been considering the plan in detail and will report to all library meetings in the fall.

(5) *Greater coordination between MEA and MLA.* No progress toward devising a scheme for joint membership can be reported, but a step forward has been accomplished in securing publicity in the *MEA Journal*, both May and June issues. Plans are now being made for a series of articles to appear in the *Journal* next year.

(6) *Contribution to the war effort* (e.g. Vocational guidance, Understanding our allies and enemies, Citizenship, etc.).

(7) *Postwar plans for school libraries.* From these two fields will come most of the material for the proposed series of articles referred to above.

The Board welcomes suggestions regarding any phase of its work.

JEANETTE JOHNSON, *Chairman*

Membership Call!

SECTION FOR WORK WITH BOYS AND GIRLS

Any member of the Michigan Library Association who is actively engaged in work with boys and girls, or interested in such, may become a member of this section upon registration with the Secretary-Treasurer and the payment of twenty-five cents in dues. Please send your renewal, or new membership, to the Secretary-Treasurer.

FLORENCE DIGBY,
Secretary-Treasurer
Section for Work with Boys
and Girls
Public Library
Battle Creek, Michigan

PROFESSIONAL PUBLICATIONS

Librarians and teachers who have been using Eloise Rue's *Subject Index to Readers* and *Subject Index to Books for the Intermediate Grades* will welcome Miss Rue's latest book *Subject Index to Books for Primary Grades*. (American Library Association, 1943, \$2.50). The index lists some 1,500 subjects common to the curricula of elementary schools throughout the country. Material indexed is found in about 500 books commonly used by children from preschool through the third grade. More than half the readers and all the trade books analyzed are new books, not included in *Subject Index to Readers*.

The October, 1942, number of *Subscription Books Bulletin* contains the report of a sub-committee which made a survey and evaluation of the various pamphlet services. Each service is described separately and some of them are not recommended. It was found that some pamphlet services merely list available pamphlets under convenient subject headings, while others actually provide the pamphlets. Reports on free and inexpensive vocational materials and on picture and map services are to follow in subsequent issues of *Subscription Books Bulletin*.

The unprecedented expansion of hospital facilities by both branches of the armed services has created a need for hospital librarians that cannot be met by existing long-term training facilities. Trained librarians, now occupied in other fields of librarianship, must be recruited for this special service. To orient them in the special hospital library task, there is a revision of *A B C's for Hospital Librarians*, by Elizabeth Pomeroy. (American Library Association, 1943, 25 cents).

Miss Pomeroy is Superintendent of Librarians of the U. S. Veterans Administration, which now operates hospital libraries in each of about 100 regional facilities. Her manual, according to the preface, "is not written for the untrained assistant but is designed for the trained librarian who may enter the hospital library field without a clear idea of how to fit her acquired technique into the framework of the hospital organization."

CONTROLLED MATERIALS PLAN

A new and comprehensive regulation on supplies and materials, affecting governmental agencies and all institutions in the United States, was made effective by the War Production Board on March 31, 1943. This regulation, which makes specific mention of libraries as a type of institution, may be referred to as CMP Regulation 5A. Because it is a highly technical and involved order, each library should secure a copy of it from its local or regional WPB board and study it carefully. If not available there, write to the Government Division of the WPB, Washington, D. C. This regulation, governing the procedure for obtaining maintenance, repair, and operating supplies, assigns preferential ratings applicable to governmental agencies and institutions, including some libraries and limited functions of other libraries. The regulation does not relate to capital equipment, fuel and power, office equipment, books and periodicals, catalog cards, stationery, and paper cups and towels.

Libraries finding it necessary to receive interpretations of explanations after reading CMP Regulation 5A should communicate with their local or regional WPB Board. A large supply of reprints of this regulation does not exist in the Washington office at present. Regulation P-100 is superseded.

Local Institute for Metropolitan Detroit

The Local Institute on War and Postwar Problems for metropolitan Detroit will be held on Saturday June 12 at the Downtown YWCA, 2230 Witherell. For the morning session at 10:15, a panel, led by Stanley Dimond, will include Mrs. Caroline Burlingame, Mr. Ben Probe, Mrs. Dorothy Roosevelt, Dr. Thomas Vaughan and others. There will be a luncheon, after which Miss Fern Long, Adult Education Field Worker of the Cleveland Public Library, will speak on some phase of Postwar Planning. Mrs. Thekla Hodgson is chairman of the Local Committee.

M. L. A. BULLETIN BOARD

Notes from Here and There

New Radio Series

"For This We Fight" is the title of a new series of radio programs to be broadcast by NBC on Saturday evenings from 7-7:30 P.M., E.W.T., beginning June 5. Cordell Hull, Secretary of State, will open the series, which will continue for twenty-six weeks. The programs are sponsored jointly by the Commission to Study the Organization of Peace and the Twentieth Century Fund. The program will be carried by WWJ, WTAM, WTMJ, and WMAQ.

Your Stake in the Peace, a study course outline, will be available June 1, from the Commission (8 W. 40th St., New York) for 10 cents. *Wartime Facts and Postwar Problems* is a basic handbook for the series and may be secured from the Twentieth Century Fund (330 W. 42nd St., New York) for 50 cents. Quantity prices on request.

O.W.I. Aids for Discussion and Forum Groups

The Office of War Information provides discussion pamphlets and guides, coordinates materials published by other government war agencies for use in public discussion, and offers counseling service by correspondence in the planning of such programs. It also maintains a working relationship with the Organizations Service Division of the Office of Civilian Defense which provides field service and guidance in the planning of war information and discussion programs at the community level through its contacts with national organizations and civilian defense councils.

Sample discussion guides are available. Additional subjects are listed on the checklist and other guides will be prepared. Suggestions as to topics which should be included are invited. To eliminate duplication and to conserve limited supplies, future mailings of discussion guides from the

O.W.I. will go only to those who request them.

News Items

Mrs. Cora Farrar died in Birmingham on Saturday, May 29, 1943.

Carroll C. Moreland is now Assistant Librarian of the Association of the Bar of the City of New York.

Mrs. R. B. Cummings, for twenty years director of libraries in the Fordson Public Schools, died at the home of her daughter in Grand Rapids, February 19, 1943.

Mrs. Norma B. McDonald of the Technology Department, Detroit Public Library, has compiled a bibliography on powdered metals which has been published by the Library of Congress as one of their series of Co-operative Bibliographies.

Julia De Young, former supervisor of school libraries in Kearney, Nebraska, has joined the staff of the Public Library at Lansing, Michigan.

The story hour on Saturday, May 1, at the Alvah L. Belding Library in Belding, took the form of a playlet "Elsie in Bookland." Characters from books were impersonated by very youthful actors, the librarian, Mrs. Henrietta Alubowicz reports. Among them were Peter Rabbit, Robinson Crusoe, Friday, Cinderella, Topsy, Miss Ophelia, Hans Brinker and Christopher Robin. Audience and cast were later treated to taffy and everyone voted the afternoon a success.

The Department of School Libraries of the Detroit Public Schools has been invited by the Joint Committee of the A.L.A. and the N.E.A. to compile the list of children's books of 1942-43. The list will appear in the November issue of the *Journal of the National Education Association*.

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Retreat from the Humanities

(Continued from Page 8)

One conclusion seems clear. There is at present not sufficient authority in the colleges of liberal arts, not a sufficient strength of conviction on the part of their teachers, not a sufficiently imaginative and vigorous leadership, to permit a direct aggressive attack upon opposed forces. The line of action left is that of the guerrilla or partisan, who, during the day, works at the tasks assigned him, but at night ventures out to filter through the enemy lines and to carry on his battle single-handed and with such effectiveness as he can manage. In the present confused state of the colleges and universities there are opportunities open to teachers who will assemble groups of students made soberly purposeful by the war and conscious of the failures of their age, who will instruct them by the methods which time has proved, who will introduce them to the great minds of the past and who, instead of lecturing about the history of philosophy or literature or the fine arts will endeavor to interpret directly the meaning of the achievements which have guided the course of that civilization which we are ostensibly fighting to preserve. In these ways the test of war may bring out unsuspected strength, so that as we settle ourselves for a long contest, or face the reorganization which will certainly be required even by an early peace, a few at least may be experienced and tried in a way of life and thought which they will then be fit to communicate to the younger men and women who must carry the burden of the next generation.

Can You Make Them Stop and Look?

(Continued from Page 11)

do. A symptom of tertiary exhibitionitis is that you'll want always to do the best display you can do.

Yes, willy-nilly, you'll become a perfectionist. You'll know the importance of nicety in detail. Samuel Johnson once said about a dinner at which he was a guest that it was a good enough meal but nothing to invite a

man to. You'll want to be sure that your display is good enough for people to stop and examine. You'll find your standards for your exhibits growing higher and higher and that is as it should be. If a display be not an "all-out" effort, if what emerges is casual or superficial, it were best not to have been done at all.

It is unnecessary to observe here that the librarian planning exhibits today has no dearth of dramatic and powerful themes deserving the best presentation that can be given them. The American Library Association's recent statement of library policy in wartime points an eloquent finger in the direction toward which exhibits ought to gravitate. In your displays, you can lift a stentorian voice in the interests of democracy and the four freedoms and in indicating that this is a war not only for liberty but for survival. More power to you!

New Tools for Learning

Twenty-one lists of related films, pamphlets, radio transcripts, and recordings on such current problems as inflation, postwar reconstruction, youth problems, etc., are included in this catalog. Order from Marion Humble, 7 West 16th Street, New York City. Free.

Foods and Nutrition

Wartime food restriction, rationing, marketing difficulties, and limited time for meal preparation, are complicating and disturbing factors which everyone is meeting. Simple and practical information on food values is necessary to help people make intelligent adjustments in meal planning with available food supplies. Libraries may do much to help homemakers with their problems by making current information available.

Suggestions for new titles to be added to the Food and Nutrition shelf are offered in *More About Foods and Nutrition* prepared by Helen S. Mitchell and Ethel A. Walker for the February 1, 1943 *Booklist*. This supplements an earlier list *Keep Fit With the Right Foods*. Reprints of both lists are available from the American Library Association, 520 N. Michigan Avenue, Chicago, Illinois.

Contributors to this Issue

Dr. Eduard C. Lindeman, who contributed so notably to the success of the Lansing conference of the Michigan Library Association in 1942, is well known to Michigan librarians. Because of illness, Dr. Lindeman was unable to furnish the manuscript of his speech at that time, but has sent us a new essay which incorporates much of what he said in Lansing in October, as well as the significant results of his thinking in the ensuing critical six months.

Dr. Lindeman occupies the chair of Social Philosophy at the New York School of Social Work, Columbia University, and is a teacher, author and philosopher of international repute.

* * *

Warner G. Rice holds the A.B. and M.A. degrees from the University of Illinois and the M.A. and Ph.D. degrees (English) from Harvard University. He taught at the University of Illinois and later at Harvard University, where he was a member of the first group of tutors in English appointed to inaugurate a system of instruction modeled on Oxford University's plan. Dr. Rice has traveled abroad extensively and is a scholar of wide interests—in science, history and languages as well as in English literature. He is a member of Phi Beta Kappa and the Modern Language Association of America and a frequent contributor to scholarly journals. Since 1929 Dr. Rice has been a member of the English Department at the University of Michigan, and since the retirement of Dr. Bishop in 1941, he has been Director of the General Library of the University.

* * *

Wesley H. Maurer has been Associate Professor of Journalism at the University of Michigan for the past sixteen years. He is a former president of The Michigan Federation of Teachers, has done newspaper work in Ohio, Illinois, and Missouri. He holds degrees in Economics and Sociology, Public and Business Administration, and Journalism from the University of Missouri.

Catharine Haughey is a member of the Circulation Department of the Detroit Public Library. She was educated at St. Mary's College, Monroe, and studied journalism at the University of Detroit. Her professional training was obtained in the Detroit Public Library Training Class and in the School of Library Service, Columbia University. Before becoming a librarian, Miss Haughey was a copy-writer in a Detroit department store.

Miss Haughey has organized and arranged many of the most successful displays shown in the Detroit Public Library. She is an active member of the American Institute of Graphic Arts, does considerable book reviewing for clubs and discussion groups and recently served as chairman of Religious Book Week in Detroit.

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